

Appendices 1 – 9

MICHIGAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

AGENDA

April 10, 2000

Kellogg Center, Michigan State University
Big Ten Room

- | | |
|---|---|
| 8:00 a.m. | Continental Breakfast available |
| 9:00 a.m. | Welcome, introductions, overview
<i>Jerry Robbins</i> , EMU, MACTE President |
| 9:15 a.m. to noon | Detailed presentations and discussion on
Teacher Education Report Card
<i>Dr. Penny Earley</i> , American Association of Colleges for Teacher Education
<i>Dr. Carolyn Logan</i> , Michigan Department of Education |
| Noon | Lunch in Big Ten Room (compliments of MACTE) |
| Adjourn the MACTE meeting | |
| (Note: During the morning, the public institution chief academic officers will be meeting separately.) | |
| 12:45 p.m. – 1:15 p.m. | Room to be named
Public institution Education unit heads and representatives of public institution legal officers |
| 1:15 p.m. – 2:15 p.m. | Big Ten Room
Public institution Education unit heads and public institution chief academic officers; <i>Dr. Penny Earley</i> |
| 1:15 p.m. – 2:15 p.m. | Room 104 a, b
Independent institution Education unit heads; other independent institution senior officials; <i>Dr. Carolyn Logan</i> |
| 2:15 p.m. – 3:15 p.m. | Big Ten Room
Public institution Education unit heads and public institution chief academic officers; <i>Dr. Carolyn Logan</i> |
| 2:15 p.m. – 3:15 p.m. | Room 104 a, b
Independent institution Education unit heads; other independent institution senior officials; <i>Dr. Penny Earley</i> |

MICHIGAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Board of Directors Meeting

University of Michigan – Dearborn
May 5, 2000

AGENDA

1. Call to order – Jerry Robbins, President, EMU
2. Treasurer's Report – David Hamilton, Spring Arbor College
3. Establishment of meeting dates in the future

1999 – 2000 dates were: September 10 (EMU), November 19 (UD-M), January 14 (Calvin), March 10 (UM-D, canceled), May 5 (UM-D) (Spring Conference), plus Fall Conference at Spring Arbor.
4. Recommendations to the Michigan Department of Education concerning the October 7, 2000, "Preliminary State Report on Procedures."

See attachment
5. Fall Conference date/place/topic/leader
6. Other business

MACTE MEETING
DATE; MAY 5, 2000

Information that Institutions Need to Agree on for the Preliminary State Report Due on October 7, 2000.

- 1) Definition of Program Completers
- 2) Other descriptive information or measures, if any, especially in the case of 100% pass rates
- 3) Types and format of data to be submitted, if any, to the State
- 4) A Verification Process for accuracy of rates computed, if any
- 5) A Resolution Process for disagreements on pass rates computations, if any
- 6) The State's procedures for identifying low-performing teacher preparation programs
- 7) Dates and methods for reporting the agreements on the above

Program completers:

- 1) A person who has met all the requirements of a state-approved teacher preparation program. Whether an institution recommends or does not recommend an individual to the state for initial certification is not a factor in determining whether the person is a program completer, OR
- 2) A person who has met all the requirements of a state-approved teacher preparation program, and who took and passed the Basic Skills Examination and the appropriate subject area tests required for Michigan initial certification.

MACTE RECOMMENDATIONS TO THE

Michigan Department of Education

Concerning the

Preliminary State Report on Procedures
"Report Card" Process

Background

"...[N]o later than October 7, 2000, each state must submit to the Department a report on the procedures that it has established or is establishing to implement the reporting requirements in this guide. At a minimum, this report must [address the seven points given below]."

1. Identify the state agency that is responsible for submitting the state report.

MACTE recommends that this identification be the Michigan Department of Education.

2. Describe the process the state has used to establish implementing procedures in collaboration with public and private institutions in the state and, as applicable, the testing company. Among other things, the state must include any necessary state-specific interpretations of the guide and describe the steps it has taken to provide all public and private institutions that have teacher training programs with the opportunity to participate in the development of these procedures.

MACTE recommends that the Michigan Department of Education satisfy this point by reporting its collaboration with MACTE, especially in terms of (a) the MACTE 1999 Fall Conference on "Report Card" issues; (b) the involvement of Department staff in discussions with the MACTE Board, especially on September 10, 1999, November 19, 1999, and May 5, 2000; (c) the MACTE-sponsored meeting of April 10, 2000 which involved not only heads of Education units but (later in the day) institutional central administrators, faculty members, an AACTE representative, and others; (d) this document, with its specific recommendations on a number of points; and (e) the anticipated continued discussion between Department staff and the MACTE Board of Directors to be held on September 8, 2000, October 6, 2000, November 17, 2000, January 12, 2000, March 9, 2000, May 4, 2000, and later as necessary.

3. Describe the procedures that ensure that:

The state and each institution that reports to it will use the definitions of "teacher preparation program," "program completer," "pass rates," "waivers," and other terms that the guide establishes, and

The information to be reported by the state and institutions, including pass rates, is complete and accurate.

A. MACTE recommends that some existing State definition of "teacher preparation program" be used, one that includes all institutions that have been through (or that are eligible for) the Periodic Review/Program Evaluation process, and that no other entities be included in the definition of "teacher preparation program." MACTE sees no problem with defining this term, if necessary, by the use of a list of authorized/approved institutions.

B. MACTE recommends that "program completer" be defined substantially as a person who has completed, during a reporting year, (a) all applicable institutional requirements and (b) all additional state requirements, including taking and passing all required tests, such as to be eligible for recommendation for certification as an initial teacher in the State of Michigan.

C. MACTE recommends that "pass rates" be defined as the ratio of number of "program completers" (as defined above) to the number of persons eligible for recommendation for certification within a given cohort/reporting year. This ratio will always be "1," or 100%.

D. MACTE member institutions are not involved in any way with the issuance of "waivers," as defined for this purpose by federal guidelines, and as related to the issuance of any type of temporary or substandard credential by the State. As a result, MACTE makes no recommendation on the definition of "waivers."

E. If there are other terms that need a Michigan-specific definition, other than as given in this document, MACTE, through its Board, will provide, upon request, a recommended definition.

F. MACTE recommends that the definitions of key terms, once approved at the State level, be provided to each institution.

G. MACTE recommends that the Michigan Department of Education provide the head of the Education unit at each institution in the State with a draft copy of the State's annual report to the U.S. Department of Education at least two months prior to the time that it is due in Washington. This will permit institutions individually and collectively to review and detect any information in the report that is incomplete or inaccurate and to have time to reconcile this information with State authorities.

4. Describe the major steps for aggregating the information needed to calculate, verify, and report the pass rates . . .

MACTE recommends that each institution submit its individual report to the State by the designated time. All test score data will be reported with a 100% pass rate, given the definitions above. Department staff will need to aggregate the institutional information into the State report and no further verification is needed, unless Department staff finds some discrepancy between institutional data in terms of numbers of "program completers" and other institutional data that

has been sent to the State for other purposes. In such instances, a case-by-case reconciliation will be necessary.

5. Confirm that the state has established

The list of subject areas in which program completers may receive teacher certification or licensure, the relevant certification or licensure test(s) for each area of specialization, and cut scores applicable to members of that cohort; and

A common format with which (1) institutions will send the identities of their program completers and their areas of specialization to the state or the testing company, as appropriate, and (2) the state agency or the testing company, as appropriate, will send test scores of these program completers back to the institutions.

A. MACTE holds that the information requested in the first paragraph above is well-defined in the records of the Michigan Department of Education and that no recommendation is needed.

B. MACTE recommends that each institution submit to the Michigan Department of Education, by a date determined by the Department and for a period of time determined by the Department, a list of the institution's "program completers" for the specified period of time. This submission should include, at least, the name of each program completer, his/her Social Security Number, and her/his year of birth.

6. Identify

(A). The academic year and test closure date for each cohort of program completers;

(B). The date by which institutions must submit to the state or testing company, as applicable, their lists of regular program completers and their areas of specialization.

(C). The date that institutions will receive pass rates and verification data for these completers on certification and licensure examinations they have taken in their areas of specialization, and the process by which they will receive this information from the state or the testing company, as applicable;

(D). What information institutions will receive to enable them to verify pass-rate data, including explanations for any limitations in the data provided; and

(E). The components of the resolution process that will be available to institutions should they disagree with state or testing company designations of program completers or the calculation of pass rates.

A. MACTE recommends that the reporting year coincide with the "testing year," that is,

from September 1 through August 30, including the test score data from the October, January, April, and July administrations of the Michigan Tests for Teacher Certification.

B. Not applicable.

C. Not applicable.

D. Not applicable.

E. MACTE recommends that the following resolution process be employed in the event of any differences that may arise.

i. In the event of some difference of opinion that may arise, or in the event of need to reconcile differences in data, names, or other reporting, the Director of Professional Preparation Services of the Michigan Department of Education shall convene a session of one representative from each organization that is a party to the difference in view. The Director shall preside. Such a session may be held in a face-to-face meeting, in a telephone conference call, or in any other way as the Director shall determine.

ii. In the event that the difference involves a teacher preparation program, the institution shall be represented for this purpose by the head of the Education unit, or her/his designee. In the event that the difference involves the testing company, National Evaluation Systems shall designate the appropriate representative. In the event the difference involves the Michigan Department of Education or some other unit of state government, the head of the appropriate administrative unit shall designate the appropriate representative.

iii. After providing all parties with an opportunity to present all relevant information to the difference, the Director shall render a decision, in writing, and shall provide this written statement to each party involved in the difference.

iv. Any party dissatisfied with the decision of the Director may appeal the matter to the Director's supervisor, and on through the administrative chain of command of the Michigan Department of Education, with the Board of Education having the final determination on the matter.

7. Describe, only if the state has developed them, the state's procedures for (1) identifying low-performing teacher preparation programs within institutions of higher education and institutions at risk of being considered low-performing; and (2) providing technical assistance to low-performing institutions. . . .

A. MACTE recommends that a "low-performing institution" be defined as an institution that, through the Periodic Review/Program Evaluation process, has been formally placed, by action of the State Board of Education, in any substandard approval category (e.g., "warned."

"probation," "not approved," etc.). (MACTE observes that there are many shortcomings in the Periodic Review/Program Evaluation process. Nevertheless, MACTE urges that the current process be substantially modified and improved and then used for this purpose, rather than creating an additional, and inevitably overlapping, process for determining whether, for federal reporting purposes, there are any "low performing institutions.")

B. MACTE recommends that "institutions at risk of being considered low-performing" be those that are so identified through the Periodic Review/Program Evaluation process, including approval by the State Board of Education. (See item A immediately above.)

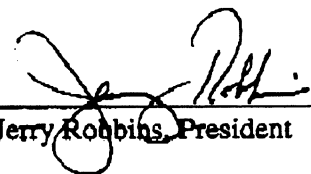
C. MACTE has no recommendation to make concerning the Department's technical assistance to "low performing institutions," inasmuch as this depends heavily on Department present and future resources with which MACTE is not sufficiently familiar.

In addition, states are free to include in their reports any other information they believe would help the Department and the public understand the procedures that they, and institutions, will use to prepare their annual reports.

MACTE recommends that, since such additional information is not required for institutions under federal law or regulations, the Michigan Department of Education should not require such information to be provided by institutions.

However, MACTE commits to preparing a suggested list of topics and a format which institutions may want to consider/use in providing supplementary information to the State through the institutional report.

For the Michigan Association of Colleges for Teacher Education.


Jerry Robbins, President

July 17, 2000

Public Colleges and Universities

Central Michigan University Mt. Pleasant MI	Michigan State University East Lansing MI	University of Michigan Ann Arbor Ann Arbor MI
Eastern Michigan University Ypsilanti MI	Michigan Tech. University Houghton MI	University of Michigan - Dearborn Dearborn MI
Ferris State University Big Rapids MI	Northern Michigan University Marquette MI	University of Michigan – Flint Flint MI
Grand Valley State University Allendale MI	Oakland University Rochester MI	Wayne State University Detroit MI
Lake Superior State University Sault Sainte Marie MI	Saginaw Valley State University University Center MI	Western Michigan University Kalamazoo MI

Private/Independent College and Universities

Adrian College Adrian MI	Concordia College Ann Arbor MI	Marygrove College Detroit MI
Albion College Albion MI	Cornerstone University Grand Rapids MI	Olivet College Olivet MI
Alma College Alma MI	Hillsdale College Hillsdale MI	Siena Heights College Adrian MI
Andrews University Berrien Springs MI	Hope College Holland MI	Spring Arbor College Spring Arbor MI
Aquinas College Grand Rapids MI	Kalamazoo College Kalamazoo MI 49006	University of Detroit Mercy Detroit MI
Calvin College Grand Rapids MI	Madonna University Livonia MI	

Michigan Department of Education Endorsement Areas and Codes
July 20, 2000

SPECIAL EDUCATION	
SA	Mentally Impaired
SB	Speech and Language Impaired
SC	Physically or Otherwise Health Impaired
SE	Emotionally Impaired
SH	Teacher of Homebound
SK	Visually Impaired
SL	Hearing Impaired
SM	Learning Disabilities
SV	Autistic
TX	TECHNOLOGY AND DESIGN
**ZA	EARLY CHILDHOOD EDUCATION
**ZD	MIDDLE SCHOOL
**ZL	MIDDLE LEVEL
**ZG	GENERAL EL K-5
VOCATIONAL EDUCATION	
VA	Vocational Agriscience and Natural Resources
VB	Vocational Business Services
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VB	Vocational Business Services
VD	Vocational Distributive Education
VH	Vocational Family and Consumer Sciences
VT	Vocational Technical
SPECIAL EDUCATION	
SA	Mentally Impaired
SB	Speech and Language Impaired
SC	Physically or Otherwise Health Impaired
SE	Emotionally Impaired
SH	Teacher of Homebound
SK	Visually Impaired
SL	Hearing Impaired
SM	Learning Disabilities
SV	Autistic
TX	TECHNOLOGY AND DESIGN
**ZA	EARLY CHILDHOOD EDUCATION
**ZD	MIDDLE SCHOOL
**ZL	MIDDLE LEVEL
**ZG	GENERAL EL K-5
VOCATIONAL EDUCATION	
VA	Vocational Agriscience and Natural Resources
VB	Vocational Business Services
VD	Vocational Distributive Education
VH	Vocational Family and Consumer Sciences
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SE	Emotionally Impaired
SH	Teacher of Homebound
SK	Visually Impaired

* There is no endorsement for the Social Science group (formerly CS), only individual endorsements.

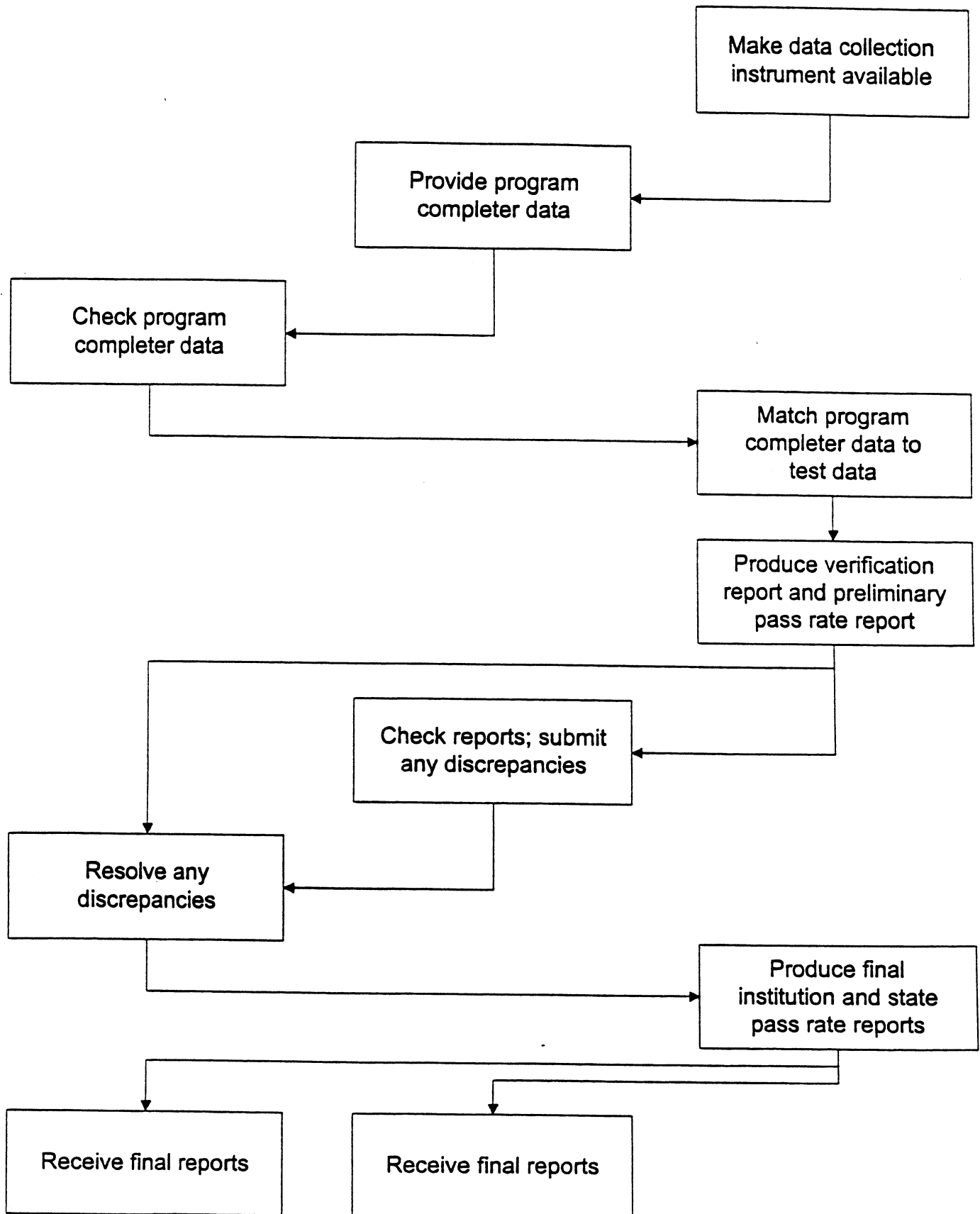
**The "Z" codes are used only by teacher preparation institutions for recommending these grade levels to the Michigan Department of Education. They do not appear on a teaching certificate.

Title II Data Collection and Reporting Flowchart APPENDIX 4

State

Institutions

NES



STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

P.O. Box 30008
Lansing, Michigan 48909

STATE BOARD OF EDUCATION

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ROBERT E. SCHILLER
Superintendent of
Public Instruction

Dear Superintendent and Personnel Officer:

The State Board of Education has approved guidelines in connection with the inability of a district to employ fully certificated teachers during a reported period of teacher surplus when permits under Rule 390.1141(2) are requested for full-time teaching assignments. The following guidelines for local school district requests for permits authorizing the employment of persons in full-time teaching positions* have been adopted:

1. A permit for a qualified person will be issued when a certificated and qualified teacher is not available for a full-time teaching position. Such a permit is authorized by the administrative rules in Part 4 of the Administrative Rules, and it is anticipated that there may be limited teacher shortages in certain specialized teaching fields.
2. A school district applying for a permit will be required upon request of the State Board of Education to support by appropriate evidence its inability to employ a certificated and qualified teacher. Such evidence will include, but not be limited to, local employer efforts to recruit a certificated and qualified teacher by:
 - a. Advertising the open full-time teaching position in appropriate mass media.
 - b. Listing the open full-time position with college and university placement offices and other appropriate employment agencies.
 - c. Sending a public notification to the State Board of Education and the appropriate intermediate school district office by letter on or before the first day of employment of a noncertificated teacher of intention to request a permit authorizing the employment of that noncertificated person on a full-time basis.
3. A school district contracting with a person whose full-time employment is authorized under a permit may include contract language providing for termination of that contract at such time as the district is able to secure the services of a qualified teacher holding a valid provisional or permanent certificate. Suggested contract language is as follows:

*Defined as a regular or contract appointment to a single classroom or assignment for one semester or more. Full time does not include day-to-day substitutes on irregular assignments.

This contract shall terminate if this permit expires by limitation and is not immediately renewed, or if it is suspended or revoked by proper legal authority, or at such time as the employing district is able to secure the services of a qualified teacher holding a valid and appropriate provisional or permanent certificate. However, in regard to this latter point, termination will not occur until the end of the semester, term, or quarter.

4. The employment of a person in a full-time position whose employment is authorized under Part 4 of the Administrative Rules Governing the Certification of Michigan Teachers must be terminated at the end of the semester, term, or quarter when a qualified and certificated teacher becomes available to the employing district for appointment to that position.
5. A school district which retains a person in a full-time teaching position beyond the end of the semester, term, or quarter whose employment is authorized under a permit should be prepared to submit evidence upon request of the State Board of Education of its need to continue that person in a full-time employment status. That evidence must include the continued unavailability of a certificated and qualified teacher for that position.
6. Authorization for a permit for a person employed on a full-time basis may be withdrawn by the State Board upon receipt of appropriate evidence that a qualified and certificated teacher has been refused consideration for employment in the position for which that full-time permit was issued.

Table 2**WAIVERS ISSUED BY TYPE AND SUBJECT AREA**

Subject Area Positions	Full Year	Emergency	Section 1233b	Total
English	14	16		30
Speech		6		6
Reading Specialist	5	21		26
Language Arts	10	8		18
History	3	4		7
Political Science	1	1		2
Social Studies	10	10		20
Social Science	3			3
Biology			3	3
Chemistry	2		1	3
Physics	1		2	3
Earth Science		1		1
Science	40	48		88
Adult Education	4	3		7
Mathematics	45	58	6	109
French	2	3	1	6
German		2	1	3
Latin	1			1

Table 2 (Continued)

WAIVERS ISSUED BY TYPE AND SUBJECT AREA

Subject Area Positions	Full Year	Emergency	Section 1233b	Total
Spanish	14	29	5	48
Other (Arabic)	5	6	1	12
Japanese Language & Culture	7	2	1	10
Business Education	4	16		20
Agriculture Education	1	1		2
Industrial Technology	19	11		30
Music Education	22	35		57
Family & Consumer Services	7	4		11
Art Education	13	38		51
Health	6	4		10
Physical Education	15	20		35
Health, Physical Ed, & Recreation	7	2		9
Dance		2		2
Library Media	11	6		17
Computer Science	9	20	1	30
ESL	7	4		11
Guidance & Counseling	7	15		22
Environmental Studies		1		1
Elementary Education	188	287	2	477

Table 2 (Continued)

WAIVERS ISSUED BY TYPE AND SUBJECT AREA

Subject Area Positions	Full Year	Emergency	Section 1233b	Total
Mentally Impaired	26	15		41
Speed & Language Impaired	26	3		29
Physically or Otherwise Health Impaired	2	1		3
Emotionally Impaired	41	14		55
Hearing Impaired	2	2		4
Learning Disabilities	92	38		130
Autistic	8	5		13
Technology & Design	2	3		5
Bilingual Spanish	20	5		25
Bilingual Arabic	2	1		3
Bilingual Other	2	2		4
Bilingual Chaldean		1		1
Middle Level	5	1		6
Total Permits	711	775	24	1,510
Annual Vocational Authorizations				2,527
Emergency/Temporary Approvals for Special Education Areas				838
TOTAL WAIVERS				4,827

Table 3

Vocational Annual Authorization by Subject Area

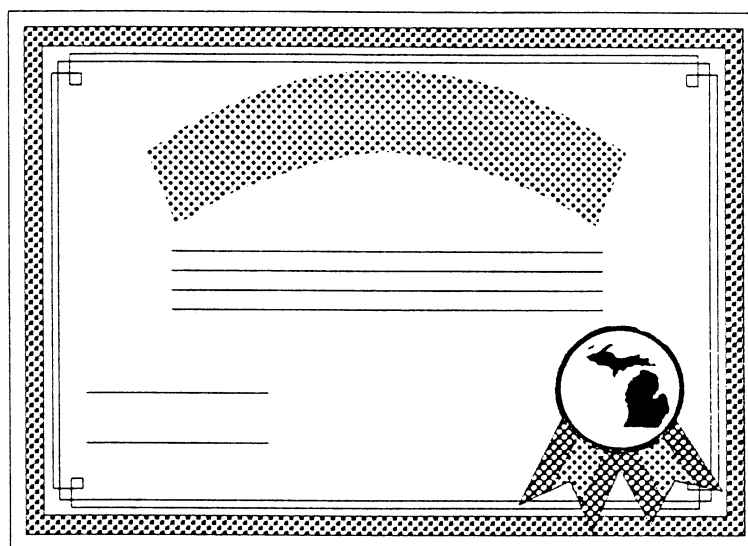
Subject Area	Number of Authorizations
Agricultural Mechanics	25
Agriscience & Natural Resources	103
Business Services	85
Marketing/Distribution	75
Dental Occupations	39
Medical Lab Technician	36
Medical Assisting	68
Nursing Occupations	312
Consumer Homemaking	4
Child Care and Guidance	110
Clothing Management	5
Food Management	228
Home Furnishings	14
Institution-Home Mgt.	18
Custodial Services	32
Radio & TV Production	57
Cosmetology	33
Paper Manufacturing	38
Law Enforcement	52
Electrical Occupations	40
Plumbing & Pipefitting	4
Construction Trades	169
Electronics Occupations	103
Optical Mechanics	1
Appliance Repair	4
Heating & Air Conditioning	49
Industrial Equipment Repair	13
Hydraulics & Pneumatics	1
Aircraft Mechanics	12
Auto Body Repair	98
Auto Mechanics	171
Diesel Mechanic	22
Small Engine Repair	46
Drafting	80
Graphics and Printing	104
Foundry	1
Machine Shop	114
Metal Trades	6
Welding	87
Manufacturing Technology	17
Plastics	13
Woodworking	14
Air Transportation	14
Visual Imaging	10
TOTAL	2,527

Table 4

**Emergency/Temporary Approvals for Teacher Positions in Special Education
Areas 1999 – 2000**

Approval Count	Number of Approvals 1999-2000
Educable Mentally Impaired	44
Trainable Mentally Impaired	5
Severely Mentally Impaired	8
Emotionally Impaired	101
Learning Disabled	257
Hearing Impaired	1
Visually Impaired	1
Physically & Otherwise Health Impaired	0
Severely Multiply Impaired	2
Preprimary Impaired	52
Autistic Impaired	60
Resource Room	71
Physical Ed. For the Handicapped	1
School Social Worker	235
Director of Special Education	23
Supervisor of Special Education	74
TOTAL	935

**MODEL PROCESS AND STANDARDS FOR
MICHIGAN'S ALTERNATIVE ROUTES
TO TEACHER CERTIFICATION
(MARTC)**



May 1993

State Board of Education
Office of Teacher/Administrator Preparation and Certification

MARTC

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The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

**MODEL PROCESS AND STANDARDS FOR
MICHIGAN'S ALTERNATIVE ROUTES TO TEACHER CERTIFICATION
(MARTC)**

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INTRODUCTION

The Michigan State Board of Education has approved "A Model Process and Standards for Alternative Routes to Teacher Certification." This model was initially drafted by the State Board appointed Professional Standards Commission for Teachers and was disseminated widely throughout the state for review and comment by stakeholding groups.

Michigan's Alternative Routes to Teacher Certification (MARTC) is designed to address local/regional teacher shortages in specific grade levels, in subjects or geographic settings, and to promote diversity of culture and gender. The process approved by the State Board involves collaboration between a local district, the teacher bargaining organization, a higher education institution and the Michigan Department of Education. It will allow Michigan citizens who have been professionally active in specialized areas and who are interested in teaching to come into the teaching profession in non-traditional ways.

Questions about MARTC should be addressed to:

Dr. Carolyn E. Logan, Director
Office of Teacher/Administrator
Preparation and Certification
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909
(517) 373-6505

**MODEL PROCESS AND STANDARDS FOR
MICHIGAN'S ALTERNATIVE ROUTES TO TEACHER CERTIFICATION
(MARTC)**

PRIMARY PURPOSE:

The purpose of Michigan's Alternative Routes to Teacher Certification (MARTC) is to address local/regional teacher shortages (1) in specific grade levels, (2) in subject areas or geographic settings, and (3) in order to promote diversity of culture and gender by expanding the pool of minority and underrepresented teacher candidates. This model is designed to facilitate the licensure of knowledgeable, skilled and trained individuals who have an interest in teaching within the above parameters. A non-traditional route does not lead to an "alternative license." It does not result in lower standards for entry into the profession, nor does it enable untrained or inadequately trained individuals to engage in classroom practice.

DEFINITION:

Michigan's Alternative Routes to Teacher Certification program is defined as a system through which individuals who: (a) possess an earned bachelor's degree from an accredited postsecondary institution; and (b) have a major or a graduate degree in the field of specialization in which he or she will teach, may become certified to teach to address local/regional teacher shortages (1) in specific grade levels, (2) in subject areas or geographic settings, and (3) in order to expand the pool of minority and underrepresented teacher candidates to promote diversity of culture and gender; and will become certified by the successful completion of required coursework and supervised practical experience offered under conditions which vary from the traditional state approved teacher preparation program. Alternative routes may also be used to enable currently certified teachers to acquire additional endorsements in areas of critical needs.

GRADE LEVELS/SUBJECT AREAS COVERED:

The MARTC program will include all grade levels, Pre K-12, and all teacher certification endorsement areas where there is a critical need, identified by: a school district or consortium of districts and verified by the appropriate teacher bargaining organization(s) to assure that there is no existing pool of appropriately certified teachers; an approved teacher preparation institution or consortium of institutions; and the Michigan Department of Education (MDE); as approved by the State Board of Education.

DURATION OF PROGRAM:

Six (6) months to two (2) years.

WHO OPERATES: Michigan's Alternative Routes to Teacher Certification program is a collaborative effort between the MDE, participating colleges and universities with approved teacher preparation programs, a school district or consortium of school districts, and the appropriate teacher bargaining organization(s).

- **MDE shall:**

- ◆ Identify critical needs regarding teacher shortages in subject areas, geographic settings, race, ethnic, cultural, and gender groups;
- ◆ Establish and disseminate guidelines and procedures for the development and implementation of MARTC; and shall approve and monitor, through the periodic review process, all MARTC programs;
- ◆ Develop and provide annual regional inservice sessions to inform LEA/ISD/RESA and higher education institutions about the MARTC program;
- ◆ Provide technical and financial assistance (when available) to participants in the MARTC program;
- ◆ Coordinate activities related to the design and implementation of the MARTC program;
- ◆ Monitor the implementation of the MARTC program, including local need statements;
- ◆ Conduct an annual evaluation of the MARTC program and report findings and recommendations to the State Board of Education.

- **Colleges and Universities shall:**

- ◆ Identify critical needs regarding teacher shortages in subject areas, geographic settings, race, ethnic, cultural, and gender groups;
- ◆ Administer the MARTC program jointly with the employing district(s) or consortium of districts;
- ◆ Coordinate the development and submission of applications for approval to implement a MARTC program;
- ◆ Recruit and screen candidates for the MARTC program, in collaboration with a local school district or consortium of districts:
 - accept and review applications for potential candidates;
 - verify credentials and experience required of MARTC candidates;
 - coordinate and conduct screening procedures, including a criminal history check;

- ◆ Open and register candidates for courses and required experiences;
 - ◆ Collaborate with the local school district or consortium of districts and the appropriate teacher bargaining organization(s) for the selection and assignment of mentor(s) for the MARTC candidates, and support the mentoring process in accordance with established guidelines;
 - ◆ Supervise and evaluate candidates for alternative routes to certification, jointly with local districts;
 - ◆ Submit an annual roster of participants in the MARTC program;
 - ◆ Appoint and support the participation of a representative from the institution as a member of the "support team" for the MARTC candidates;
 - ◆ Recommend successful candidates for a provisional teacher certificate;
 - ◆ Conduct a systematic internal evaluation of the MARTC program;
 - ◆ Participate in MDE's evaluation of the MARTC program;
 - ◆ Fund and staff the MARTC program in accordance with periodic review standards for quality programs.
- **School Districts shall:**
 - ◆ Identify critical needs regarding teacher shortages in specific grade levels, subject areas and geographic settings;
 - ◆ Identify critical needs regarding teacher shortages for race, ethnic, cultural and gender groups;
 - ◆ Verify identified teacher shortages through the appropriate teacher bargaining organizations and higher education institutions, and report to the MDE;
 - ◆ Coordinate the development and submission of applications for approval to implement a MARTC program;
 - ◆ Recruit and screen candidates for the MARTC program, in collaboration with higher education institutions:
 - accept and review applications for potential candidates;
 - verify credentials and experience required of MARTC candidates;
 - coordinate and conduct screening procedures, including a criminal history check;

- ◆ Nominate qualified candidates for specific teaching assignments:
 - submit (to MDE) a letter acknowledging the candidate's participation in the MARTC program;
- ◆ Collaborate with the appropriate teacher bargaining organizations for the selection and assignment of mentor(s) for the MARTC candidate, and support the mentoring process in accordance with established guidelines;
- ◆ Coordinate the development and operation of a support team for the MARTC candidate;
- ◆ Supervise and systematically assess candidates for alternative routes to teacher certification, jointly with approved teacher preparation institutions;
- ◆ Participate in the evaluation of the MARTC program;
- ◆ Monitor the ratio of MARTC candidates to fully certified teachers and comply with program guidelines;
- ◆ Provide payment/stipend for candidates.
- **Teacher Bargaining Organizations shall:**
 - ◆ Respond to request for verification of teacher shortage;
 - ◆ Collaborate with appropriate school district and higher education personnel for the selection and support of mentors.

MENTOR REQUIREMENTS:

Individuals who serve as mentors in the MARTC program must:

- Be nominated by their peers in the same specialty area of certification (when possible) and voluntarily accept the nomination;
- Have credentials and experience which comply with approved criteria for selection;
- Practice in the same educational specialty or area of certification and, when possible, be located in the same building;
- Receive training, supported by the district or other source, to prepare for all aspects of the mentoring role so they are fully equipped to facilitate the participant's entry into and function within the school setting;
- Provide evidence of participation in ongoing professional development activities, and have fulfilled the professional development requirements related to their area of specialization or certification;

- Have time built into their schedules for formal and informal meetings with the program participant during the school day;
- Fully participate in the formative evaluation of the program participant, and in the evaluation of the MARTC program;
- Be compensated, as per the applicable collective bargaining agreement.

CANDIDATE REQUIREMENTS:

In order to be admitted into the MARTC program, a candidate must:

- Possess an earned bachelor's degree from an accredited postsecondary institution;
- For grades 6-12, have a major or a graduate degree in the field of specialization in which he or she wishes to teach;
- For grades Pre K-5, have a major in the liberal arts, the humanities, the social sciences, the mathematical and natural sciences, the arts, or sciences, and in addition to such major, a minor of at least 20 semester hours in another field deemed appropriate for elementary education;
- Have an awareness that Michigan's constitution and laws guarantee the right to equal educational opportunity without discrimination because of race, religion, color, national origin or ancestry, age, gender, sexual orientation, marital status, or handicap;
- Have an overall 2.5 grade point average* and a 2.5 grade point in the major and/or minor or graduate program, on a 4.0 scale or the equivalent;
- Pass both the basic skills examination* and the comprehensive elementary examination for elementary candidates, or the appropriate subject area examinations for secondary candidates offered through the Michigan Test for Teacher Certification (MTTC) program;
- Pass a criminal history check*;
- Be employed by a qualified school district with a letter of acknowledgement issued by the MDE;
- Except in the case of persons engaged to teach a foreign language, have not less than 2 years of occupational experience within the last 5 years in the field of specialization in which he or she will teach;
- For elementary, documented relevant work experience (voluntary or paid), or experience with children of elementary school age;
- Participate in a structured interview used for screening or diagnostic purposes;
- Meet all cost obligations related to participation in the MARTC program;

- Those with no Pre K-12 teaching experience must successfully complete appropriate initial pedagogy coursework prior to classroom placement;
- Those certified candidates pursuing an additional certificate or endorsement, and who do not possess a teachable major or minor, must successfully complete appropriate initial subject area coursework prior to classroom placement.

** Candidates holding a Michigan teacher certificate are assumed to have met these requirements and are therefore exempt.*

CANDIDATE RESPONSIBILITIES:

- Successfully complete all required coursework and supervised experience(s), including:
 - ◆ 20 semester hours of theoretical and practical knowledge in how human beings grow and learn; the developmental needs of the appropriate age group; the needs of the exceptional child; the methods and materials of instruction for the appropriate grade levels;
 - ◆ for elementary, 6 semester hours in the teaching of reading; and for secondary, 3 semester hours in the teaching of reading;
 - ◆ a mentored teaching assignment or internship involving the creation of a climate for learning based upon the practice and understanding of equality of educational opportunity and in accordance with other approved guidelines;
- Agree to remain employed in the sponsoring district for at least one year following completion of the MARTC program and issuance of the provisional certificate, unless otherwise negotiated by mutual agreement.

PROGRAM CORE COMPONENTS:

The MARTC program is composed of the following components (specific information regarding these components will be addressed in MARTC program applications):

Formal instruction:

- State requirements/MDE approved program:

When:	Summer/school year
Delivery:	Seminar/workshop/independent study; formal class (nights, weekends, extended day, block of time)
Amount:	Number of semester hours; number of clock hours
Where:	College/university campus; designated location; district building; etc.
Finance:	Tuition/in-kind/supplement

Internship/mentored/experience:

- Competencies/outcomes;
- Required experience(s):
Kind: Observation/participation
Level: Elementary, secondary, both
- Duration/amount of time:
Full school year, partial school year, block of time;
Weeks, days, hours
- Remuneration for candidate:
Full payment, partial payment, other

Support/supervision:

- Criteria for the selection of a mentor;
- Standards for interaction and feedback;
- Participation in candidate's evaluation.

Procedures for review and assessment of the program:

- Developed collaboratively by the employing school district(s) and the higher education institution.

PRINCIPLES FOR A MARTC PROPOSAL

The development of a MARTC proposal should be guided by the following principles:

1. Alternative routes to certification are distinguished from traditional routes only "in the target audience, the training design, and the length of training, not in program content, rigor or expected outcomes." (American Association of Colleges for Teacher Education, 1989)
2. An alternative route to certification does not lead to an "alternative certificate." It does not result in lower standards for entry into the profession nor does it enable untrained or inadequately trained individuals to engage in the practice of classroom teaching.
3. Alternative routes to certification should supplement, not supplant nor drain resources from traditional routes.
4. An alternative route to certification program must be based on critical need and the program must show how the specific need(s) for teachers will be addressed.
5. Practicing teachers, teacher educators, administrators, and local associations/unions should be involved in the systematic planning of any proposals for alternative routes to teacher certification.
6. High standards must be maintained for entry into the program. A candidate must have at least a bachelor's degree from an accredited institution in a teachable subject matter area. Careful review of related work experiences must ensure properly prepared candidates.
7. A candidate prepared by an alternative route program must achieve the same standards in basic skills, subject matter and pedagogy as those required of teachers in a traditional teacher preparation program.
8. The professional studies component of an alternative route program must be conducted in conjunction with an approved teacher preparation institution.
9. The candidates will not have sole authority and responsibility for a group of students and will be mentored to ensure that the quality of instruction provided to students is not interrupted or diminished.
10. Extensive support for fulfilling all aspects of the teacher role must be incorporated into the program.
11. The candidates must be given the time necessary to learn both what to teach and how to teach, and should be evaluated frequently using a variety of appropriate procedures.
12. The candidates' compensation, benefits, and length of program should be developed collaboratively by representatives of the cooperating district(s), association(s)/union(s), and the higher education institution offering the program.
13. Provision should be made for the candidate to participate in association/union activities.
14. Alternative route programs should be regularly assessed to determine their effectiveness in preparing individuals for teaching.

REFERENCES

National Association of State Directors of Teacher Education and Certification. Manual on Certification and Preparation of Educational Personnel in the United States.

American Association of Colleges for Teacher Education. Alternative Preparation for Licensure. August 1989.

Shulman, Debby Dresner, NCREL. "Commentary: Alternative Routes to Certification: Are We on the Right Track?" Policy Briefs, Number 17, 1992, pp. 5-7.

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National Center for Education Information. Alternative Teacher Certification: A State-by-State Analysis. 1991-92.

MARTC.FIN

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rev. 6/9/93



Title II Reporting for the Michigan Test for Teacher Certification

Data Collection Overview September 2000

As part of federal reporting requirements for Title II, Section 207, of the Higher Education Act, pass rate data on the Michigan Test for Teacher Certification (MTTC) must be reported for each professional teacher preparation program in Michigan. This will require the collaborative effort of institutions of higher education, the Michigan Department of Education (MDE), and National Evaluation Systems, Inc. (NES®), the testing company contracted by the MDE to administer the MTTC program. To facilitate communication among these three parties, a secure Web-based data transmission system will be established.

Equipment and Software. To use the Michigan Test for Teacher Certification reports web site, a personal computer that is connected to the Internet and is equipped with Microsoft Internet Explorer version 5.0 or higher and Microsoft Excel 97 or higher is recommended.

Security. The reports web site will be a password-only access system. Each institution will be assigned a unique user name and password that will allow access to its own data. The MDE will have access to all data, and NES will have access to needed data. In addition, files passing into or out of the reports web server will be scanned by current virus-protection software and the data will be encrypted.

Creation of Initial Program Completer Lists. From the reports web server, institutions will download a spreadsheet template in Excel 97, into which MTTC program completer data will be entered by the institution. Institutions will provide the following individual program completer data: social security number, last name, first name, date of birth, and area(s) of endorsement. The data may be key-entered or imported into the Microsoft Excel spreadsheet. The data may also be provided in a fixed-format ASCII file (for institutions that do not have access to Microsoft Excel). Institution staff will submit the finished program completer list to the reports web site.

Data Generated from the Program Completer Lists. NES will match the individuals in each program completer list to MTTC candidate files and, for each institution, provide test matching data via the reports web site. NES will also provide pass rate summary information for matched candidates. Institutions will be provided with the opportunity to review and verify the data.

Detailed procedures for institutions to submit, review, and finalize lists of program completers and summary data are currently under development by the MDE and NES and will be distributed when available.

**Michigan Test for Teacher Certification
Title II Information**

Academic year for 1999-2000 program completers	September 1, 1999 – August 31, 2000
Test closure date for 1999-2000 program completers	August 31, 2000 July 15, 2000 is last administration included Test scores from September 1, 1995 to August 31, 2000 are included
Date that web site will open to institutions	November 15, 2000
Date that institutions will provide program completer information on the web site	December 15, 2000
Date that verification data and pass rates will be provided on the web site	February 1, 2001
Date that institutions will submit disputes to the State	February 28, 2001
Date that final institution pass rate reports will be provided on the web site	March 23, 2001
Information that will be provided on the web site by institutions for each program completer	First name, last name, Social Security Number, date of birth, and endorsement areas

Subject Area Endorsements and Test Information

Testing Area	Test	Testing Entity	Passing Score	Score Range
Accounting	MTCC/Subject Area	NES	220	100 – 300
Agricultural Education	MTCC/Subject Area	NES	220	100 – 300
Anthropology	MTCC/Subject Area	NES	220	100 – 300
Art Education	MTCC/Subject Area	NES	220	100 – 300
Astronomy	MTCC/Subject Area	NES	220	100 – 300
Autistic	MTCC/Subject Area	NES	220	100 – 300
Behavioral Studies	MTCC/Subject Area	NES	220	100 – 300
Bilingual Arabic	MTCC/Subject Area	NES	220	100 – 300
Bilingual Chaldean	MTCC/Subject Area	NES	220	100 – 300
Bilingual Chinese	MTCC/Subject Area	NES	220	100 – 300
Bilingual French	MTCC/Subject Area	NES	220	100 – 300
Bilingual German	MTCC/Subject Area	NES	220	100 – 300
Bilingual Greek	MTCC/Subject Area	NES	220	100 – 300
Bilingual Hebrew	MTCC/Subject Area	NES	220	100 – 300
Bilingual Japanese	MTCC/Subject Area	NES	220	100 – 300
Bilingual Italian	MTCC/Subject Area	NES	220	100 – 300
Bilingual Korean	MTCC/Subject Area	NES	220	100 – 300
Bilingual Latin	MTCC/Subject Area	NES	220	100 – 300
Bilingual Other	MTCC/Subject Area	NES	220	100 – 300
Bilingual Polish	MTCC/Subject Area	NES	220	100 – 300
Bilingual Russian	MTCC/Subject Area	NES	220	100 – 300
Bilingual Spanish	MTCC/Subject Area	NES	220	100 – 300
Bilingual Vietnamese	MTCC/Subject Area	NES	220	100 – 300
Bilingual Yugoslavian	MTCC/Subject Area	NES	220	100 – 300
Biology	MTCC/Subject Area	NES	220	100 – 300
Business Administration	MTCC/Subject Area	NES	220	100 – 300

Business Education	MTCC/Subject Area	NES	220	100 – 300
Chemistry	MTCC/Subject Area	NES	220	100 – 300
Computer Science	MTCC/Subject Area	NES	220	100 – 300
Cultural Studies	MTCC/Subject Area	NES	220	100 – 300
Dance	MTCC/Subject Area	NES	220	100 – 300
Driver Education	MTCC/Subject Area	NES	220	100 – 300
Early Childhood Education	MTCC/Subject Area	NES	220	100 – 300
Economics	MTCC/Subject Area	NES	220	100 – 300
Elementary Education	MTCC/Subject Area	NES	220	100 – 300
Emotionally Impaired	MTCC/Subject Area	NES	220	100 – 300
English	MTCC/Subject Area	NES	220	100 – 300
English as a Second Language (ESL)	MTCC/Subject Area	NES	220	100 – 300
Environmental Studies	MTCC/Subject Area	NES	220	100 – 300
Fine Arts	MTCC/Subject Area	NES	220	100 – 300
French	MTCC/Subject Area	NES	220	100 – 300
Geography	MTCC/Subject Area	NES	220	100 – 300
Geology/Earth Science	MTCC/Subject Area	NES	220	100 – 300
German	MTCC/Subject Area	NES	220	100 – 300
Guidance Counselor	MTCC/Subject Area	NES	220	100 – 300
Health	MTCC/Subject Area	NES	220	100 – 300
Health, P.E., & Recreation	MTCC/Subject Area	NES	220	100 – 300
Hearing Impaired	MTCC/Subject Area	NES	220	100 – 300
History	MTCC/Subject Area	NES	220	100 – 300
Family & Consumer Sciences	MTCC/Subject Area	NES	220	100 – 300
Humanities	MTCC/Subject Area	NES	220	100 – 300
Industrial Technology	MTCC/Subject Area	NES	220	100 – 300
Italian	MTCC/Subject Area	NES	220	100 – 300
Journalism	MTCC/Subject Area	NES	220	100 – 300
Language Arts	MTCC/Subject Area	NES	220	100 – 300
Latin	MTCC/Subject Area	NES	220	100 – 300